



Indianapolis

Gregory A. Ballard, Mayor

RENEWAL APPLICATION PACKET *for Mayor-Sponsored Charter Schools*

6th Edition
Spring 2013

Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204
Phone: 317.327.7458
Fax: 317.327.5271
E-mail: brandon.brown@indy.gov

www.indy.gov/OEI

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Charter School Renewal Application Packet

Mayor's Office of Indianapolis

Introduction

A charter school authorized by the Mayor's Office of Indianapolis may begin the charter renewal application process in the summer prior to its seventh year of operation. Each school's charter expires 45 days after the last instructional day of the current charter. For each school seeking renewal, the Mayor will issue a decision by the end of January during the school's seventh year of operation. If the charter is renewed, the current Charter Attachment B is updated using all current amendments and information from the Charter Renewal Application Section B to reflect the most up to date description of the school's model. The renewal charter becomes the official Charter Attachment C.

If the Mayor determines a school should not receive a full, seven-year renewal, but a shorter conditional renewal, the school must have a site visit at least once during the time allotted by the Mayor. The school will not receive specific conditions for meeting renewal at the time of the extension, but will be held to the full Performance Framework, just as with the first application for renewal.

The charter renewal decision is based on an array of evidence collected over the charter term pertaining to the four Core Questions set forth in the *Performance Framework* for Mayor-sponsored charter schools:

1. *Is the educational program a success?*
2. *Is the organization effective and well-run?*
3. *Is the school meeting its operations and access obligations?*
4. *Is the school providing the appropriate conditions for success?*

In addition, a fifth important area of focus for the renewal application and decision is the school's *strategies for sustaining success and continuing to improve* over the next charter term.

Renewal decisions are based on the *Performance Framework* in its entirety. The Mayor's Office does not use a formula for determining the number of areas in which an applicant meets or exceeds standard in order to make renewal decisions. Each decision is completely individual to that school.

The Mayor's Office requires charter schools to apply for renewal to fulfill two key purposes: (1) To present any important new or supplemental information pertaining to the above Core Questions, to enable a more comprehensive assessment of school performance; and (2) To articulate a school's strategies and capacities for sustaining success and continuing to improve over the next charter term.

The renewal application is not meant to be a redundant exercise. The Mayor's Office will base its evaluation of each school's performance on the body of data amassed over the charter term.

The extensive evidence already collected allows each school's renewal application to be substantially streamlined. Therefore, schools' renewal applications should be focused on only *new* or *supplemental* information for the Mayor's Office, as well as on describing the school's long-term sustainability and plans for ongoing improvement.

The renewal application should be concise and complete, not requiring further explanation or clarification by the school. All necessary documentation should be included as attachments, which should be limited to information that a) meaningfully augments the body of evidence the Mayor's Office has already collected on the school's performance, and/or b) illustrates or supports plans or strategies discussed in the application.

This Renewal Application Packet provides general content guidance and submission instructions for each school's renewal application. The Mayor's Office advises schools to follow the content guidance carefully. Doing so will enable each school to assemble a well-focused application that will be most helpful to its case for renewal, while avoiding redundant material and unnecessary work for the school.

In addition to the general guidance contained in this packet, the Mayor's Office will meet with each school's leadership to discuss particular information that the school should prepare for its renewal application, tailored to the school's circumstances.

Content Overview

The primary content of each school's renewal application should provide clear and succinct narrative responses to the Core Questions outlined in this packet. The Core Questions are divided into two sections:

1. **Section A: Performance Review.** This section is *required* for some schools, and *optional* for others (explained below).
2. **Section B: Sustainability and Improvement.** This section is *required* for all schools.

Following is an overview of the expectations for each section.

Section A: Performance Review

Section A of the Core Questions focuses on the four key inquiries and accompanying sub-questions of the Performance Framework for Mayor-sponsored charter schools. In forming its charter renewal recommendations, the Mayor's Office will review each school's cumulative body of evidence in all areas of the Performance Framework.

Which schools must respond to Section A?

The Mayor's Office will provide each school with a formal guidance letter indicating whether and how it must respond to Section A. Generally, Section A will be *required* for any school that did not meet standards (i.e., obtained a rating of "Does Not Meet Standard" or "Approaching Standard") in any area of the Performance Framework in its fourth-year review or that has since been found by the Mayor's Office to be below standard in any area.

If your school is instructed to respond to Section A, you should explain progress in each of the particular areas in which the school previously did not meet standard, providing clear evidence demonstrating that the school now meets the standard. Alternatively, schools that do not yet meet the standard for a particular area should a) note why, b) detail the steps you have taken and plan to take in order to ensure attainment of the standard, and c) explain the timeline on which you expect to meet the standard.

In explaining attainment of or progress toward standards, *refer specifically* to the standards and criteria set forth in the Performance Framework rubrics. You may limit responses for Section A to areas specifically identified by the Mayor's Office in the formal guidance letter (generally, those in which the school did not meet standards in the fourth-year review or in subsequent reviews by the Mayor's Office).

Which schools may respond to Section A?

Responding to the Core Questions in Section A is *not required* for schools that were rated as "Meeting Standard" in *all* areas (including sub-questions) of the Performance Framework in their fourth-year review, have not been found to be sub-standard in any subsequent reviews, and that are comfortable being judged by the relevant data on record with the Mayor's Office.

If, however, you would like to provide supplemental data or contextual information to augment your school's record with the Mayor's Office for any areas of the Performance Framework, you may do so by responding to the relevant questions within Section A. Provide compelling evidence to support any responses of this nature.

Section B. Sustainability and Improvement

All schools are required to respond to the Critical Questions in Section B.

Renewal Process

Once a school submits its renewal application, the process of renewal decision-making will proceed as follows:

<p>Statement of Intent to Seek Renewal [Due by June 3, 2013]</p> <p>School submits <i>Statement of Intent to Seek Renewal</i>. The statement should be a letter on school letterhead signed by the chair of the school's board, indicating school's intent to seek renewal of its charter. The statement does not need to provide any specific details or plans.</p>
<p>Renewal Application Preparation Meeting [Mid-July, 2013]</p> <p>Mayor's Office meets with school leadership (designees of the board and administration) to discuss particular information required for the school's renewal application.</p>
<p>Mayor's Office Provides School with Guidance Letter [Late-July, 2013]</p> <p>The Mayor's Office provides the school with a formal letter providing customized guidance for the school's renewal application.</p>
<p>School Submits Renewal Application [Due August 30, 2013]</p> <p>School submits renewal application to Mayor's Office.</p>
<p>Renewal Application Review</p> <p>Mayor's Office reviews renewal application, collects any additional data needed, and prepares draft renewal report on the school.</p>
<p>Draft Renewal Reports Provided to School [Late-September, 2013]</p> <p>Mayor's Office provides draft report to the school for review.</p>
<p>School Responds to Draft Report [Due by October 4, 2013]</p> <p>School submits in writing any comments, corrections or clarifications in response to draft report.</p>
<p>Post Notice of Public Hearing [Five (5) business days before the public hearing]</p> <p>School must post notice of the public hearing in the same manner they post notice of board meetings. A template is included in this packet on page 19.</p>
<p>Public Hearing [Late October, 2013 / Early November, 2013]</p> <p>Public hearing on the charter renewal application held by Charter Schools Board. Applicant for renewal makes short presentations; Board has opportunity to ask questions; public has opportunity to comment; Board will vote on a renewal recommendation for the Mayor.</p>

Renewal Reports and Recommendation Provided to Mayor Mayor's Office presents renewal report (with corrections or clarifications as appropriate) and Board and staff recommendations to Mayor.
Mayor's Decision [Mid-January, 2013]

All decisions concerning renewal of a school's charter shall be made at the discretion of the Mayor in accordance with applicable law.¹ Renewal decisions will be issued by January of each school's seventh year of operation.

Non-Renewal

In the event of non-renewal, the Mayor's Office will follow a closure protocol to guide the closure process.

¹ See Charter School Agreement, Section 1.3.

Submission Instructions

Charter renewal applications must be submitted to the Mayor's Office in **both print and electronic form**. Submit the application, including all attachments and certifications, on a single CD. In addition, provide three (3) printed, bound, double-sided copies of the application (including all attachments and certifications) to:

Indianapolis Mayor's Office
Attn: Brandon Brown, Director of Charter Schools
200 E. Washington Street, Suite 2501
Indianapolis IN 46204

Format

- The renewal application narrative should not exceed 50 pages, excluding the School Overview, Executive Summary and/or attachments.
- The application should include a completed School Overview (provided in this packet) and an Executive Summary not to exceed two pages each.
- Attachments should not exceed 25 pages.
- The application must include the Assurances Statement included in this packet. The statement must be signed by the Chair of the school's Board.
- The application should have standard one-inch margins, be clearly paginated, and use no smaller than an 11-point font. Printed application pages must be double-sided. Each printed copy of the application must be either spiral bound or contained within a 3-ring binder.
- Tables, graphs, and other data in the application must be clearly presented, clearly explained, and directly relevant to the text.
- Any attachment should provide information that a) meaningfully augments the body of evidence the Mayor's Office has already collected on the school's performance, or b) illustrates or supports plans or strategies discussed in Section B of the application. In addition, any attachment should be clearly referenced in the application and directly relevant to that part of the text.
- The application should not include any photographs, pictures or news clips unless directly relevant to the text.
- The electronic and print versions of the application should be identical in content, including all attachments and certifications. For the electronic version, consolidate all sections **into one single document** prior to submission.

Charter Renewal Application Checklist

The renewal application should contain the following elements in the order shown:

- ✓ **School Overview**
- ✓ **Executive Summary**
- ✓ **Narrative Responses for Section A: Performance Review**
(if applicable – see guidance)
 - 1. Is the educational program a success?
 - 2. Is the organization effective and well-run?
 - 3. Is the school meeting its operations and access obligations?
 - 4. Is the school providing the appropriate conditions for success?
- ✓ **Narrative Responses for Section B: Sustainability and Improvement**
- ✓ **Educational Service Provider questionnaire**
- ✓ **Assurances Statement**
- ✓ **Attachments**

Charter School Renewal Application
School Overview

School Name:
School Address:
Mission Statement:
School Leader/Principal:
Chair, Board of Directors:
Current Grades Served:
Current Enrollment:
Grade Span for Next Charter Term:
Maximum Enrollment for Next Charter Term:

Charter Renewal Application: Core Questions

Not all schools are required to respond to the Core Questions in Section A. Review the guidance for each question to determine whether your school must – or may wish to – respond.

Section A: Performance Review

1. Is the educational program a success?

To determine whether each school’s educational program is a success meriting charter renewal, the Mayor’s Office will review the school’s performance in each of the below areas set forth in the Performance Framework, applying the criteria detailed in the Framework rubrics:

- 1.1. *Is the school’s academic performance meeting state expectations, as measured by Indiana’s accountability system?*
- 1.2. *Are students making substantial and adequate gains over time, as measured using value-added analysis?*
- 1.3. *Is the school outperforming schools that the students would have been assigned to attend?*
- 1.4. *Is the school meeting its school-specific educational goals?*

The Mayor’s Office will review each school’s cumulative body of evidence in these areas over the current charter term, including annual assessment data, site visit reports, and performance on school-specific goals, if applicable.

Any schools that did not meet standards (i.e., obtained a rating of “Does Not Meet Standard” or “Approaching Standard”) in any of the above-outlined areas in their fourth-year review by the Mayor’s Office are *required* to explain their progress in these particular areas. If your school is in this category, you should provide clear evidence demonstrating that the school now meets the standard.

Alternatively, schools that do not yet meet the standard for a particular area should a) note why, b) detail the steps you have taken and plan to take in order to ensure attainment of the standard, and c) explain the timeline on which you expect to meet the standard. In explaining attainment of or progress toward standards, *refer specifically* to the standards and criteria set forth in the Performance Framework.

In addition, if you would like to provide supplemental data or contextual information to augment your school’s record with the Mayor’s Office for any of the above-outlined areas of the Performance Framework, you may do so. Provide compelling evidence to support any responses of this nature.

Schools that were rated as “Meeting Standard” (i.e., obtained a rating of “Meets Standard” or “Exceeds Standard”) in all the above-outlined areas of the Performance Framework in their fourth-year review, and are comfortable being judged by the relevant data on record with the Mayor’s Office, are not required to respond to this content section.

2. Is the organization effective and well-run?

To determine whether each charter school is organizationally effective and well-run, the Mayor’s Office will review the school’s cumulative body of evidence in each of the below areas set forth in the Performance Framework, applying the criteria detailed in the Framework rubrics:

- 2.1. *Is the school in sound fiscal health?*
- 2.2. *Are the school’s student enrollment, attendance, and retention rates strong?*
- 2.3. *Is the school’s board active and competent in its oversight?*
- 2.4. *Is there a high level of parent satisfaction with the school?*
- 2.5. *Is the school administration strong in its academic and organizational leadership?*
- 2.6. *Is the school meeting its school-specific organizational and management performance goals?*

Any schools that did not meet standards (i.e., obtained a rating of “Does Not Meet Standard” or “Approaching Standard”) in any of the above-outlined areas in their fourth-year review by the Mayor’s Office are *required* to explain their progress in these particular areas. If your school is in this category, you should provide clear evidence demonstrating that the school now meets the standard.

Alternatively, schools that do not yet meet the standard for a particular area should a) note why, b) detail the steps you have taken and plan to take in order to ensure attainment of the standard, and c) explain the timeline on which you expect to meet the standard. In explaining attainment of or progress toward standards, schools should *refer specifically* to the standards and criteria set forth in the Performance Framework.

In addition, if you would like to provide supplemental data or contextual information to augment your school’s record with the Mayor’s Office for any of the above-outlined areas of the Performance Framework, you may do so. Provide compelling evidence to support any responses of this nature.

Schools that were rated as “Meeting Standard” (i.e., obtained a rating of “Meets Standard” or “Exceeds Standard”) in all the above-outlined areas of the Performance Framework in their fourth-year review, and are comfortable being judged by the relevant data on record with the Mayor’s Office, are not required to respond to this content section.

3. Is the school meeting its operations and access obligations?

To determine whether each charter school is meeting its operations and access obligations, the Mayor's Office will review the school's cumulative body of evidence in each of the below areas set forth in the Performance Framework, applying the criteria detailed in the Framework rubrics:

3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?

3.2. Is the school's physical plant safe and conducive to learning?

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?

3.4. Is the school properly maintaining special education files for its special needs students?

3.5. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

Any schools that did not meet standards (i.e., obtained a rating of "Does Not Meet Standard" or "Approaching Standard") in any of the above-outlined areas in their fourth-year review by the Mayor's Office are *required* to explain their progress in these particular areas. If your school is in this category, you should provide clear evidence demonstrating that the school now meets the standard.

Alternatively, schools that do not yet meet the standard for a particular area should a) note why, b) detail the steps you have taken and plan to take in order to ensure attainment of the standard, and c) explain the timeline on which you expect to meet the standard. In explaining attainment of or progress toward standards, *refer specifically* to the standards and criteria set forth in the Performance Framework.

In addition, if you would like to provide supplemental data or contextual information to augment your school's record with the Mayor's Office for any of the above-outlined areas of the Performance Framework, you may do so. Provide compelling evidence to support any responses of this nature.

Schools that were rated as "Meeting Standard" (i.e., obtained a rating of "Meets Standard" or "Exceeds Standard") in all the above-outlined areas of the Performance Framework in their fourth-year review, and are comfortable being judged by the relevant data on record with the Mayor's Office, are not required to respond to this content section.

4. Is the school providing the appropriate conditions for success?

To determine whether each charter school is providing the appropriate conditions for success, the Mayor's Office will review the school's performance in each of the below areas set forth in the Performance Framework, applying the criteria detailed in the Framework rubrics:

4.1 Does the school have a high-quality curriculum and supporting materials for each grade?

4.2 Are the teaching processes (pedagogies) consistent with the school's mission?

4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?

4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?

4.5 Has the school developed adequate human resource systems and deployed its staff effectively?

4.6 Is the school's mission clearly understood by all stakeholders?

4.7 Is the school climate conducive to student and staff success?

4.8 Is ongoing communication with students and parents clear and helpful?

Any schools that did not meet standards (i.e., obtained a rating of "Does Not Meet Standard" or "Approaching Standard") in any of the above-outlined areas in their fourth-year review by the Mayor's Office are *required* to explain their progress in these particular areas. If your school is in this category, you should provide clear evidence demonstrating that the school now meets the standard.

Alternatively, schools that do not yet meet the standard for a particular area should a) note why, b) detail the steps you have taken and plan to take in order to ensure attainment of the standard, and c) explain the timeline on which you expect to meet the standard. In explaining attainment of or progress toward standards, *refer specifically* to the standards and criteria set forth in the Performance Framework.

In addition, if you would like to provide supplemental data or contextual information to augment your school's record with the Mayor's Office for any of the above-outlined areas of the Performance Framework, you may do so. Provide compelling evidence to support any responses of this nature.

Schools that were rated as "Meeting Standard" (i.e., obtained a rating of "Meets Standard" or "Exceeds Standard") in all the above-outlined areas of the Performance Framework in their fourth-year review, and are comfortable being judged by the relevant data on record with the Mayor's Office, are not required to respond to this content section.

Section B: Sustainability and Improvement

All schools applying for renewal are required to respond to the following items, describing how you will sustain success and continue to improve over the next charter term. Responses should demonstrate that the school is planning carefully and strategically for the future and has the capacity to achieve long-term success.

In addition to the general areas noted below and based on concerns in previous years, the Mayor's Office may identify particular matters for each school to address in this section.

1. Sustaining Success

Describe your school's plans and strategies for sustaining and continuing to build academic, organizational and operational success over the next charter term. Explain how the school will build and achieve long-term sustainability and success in:

- a. The governing board
- b. The leadership team
- c. The teaching staff
- d. Academic achievement
- e. Any other areas that the Mayor's Office has asked your school to discuss, or that you wish to discuss

In describing these strategies for sustaining success, specify implementation timelines or timeframes as well as responsible individuals or parties.

2. Ongoing Improvement

Describe how your school will continue to improve academically, organizationally and operationally over the next charter term. Identify particular weaknesses, challenges and areas for improvement, and detail the school's plans for addressing each of these needs.

Responses here should demonstrate that the school has reflected honestly and critically on areas and ways to improve. In describing these plans and strategies for ongoing improvement, specify implementation timelines or timeframes as well as responsible individuals or parties.

Attachments

Required Attachments

- **Assurances Statement** [form provided below]
- **Five-year budget** [form provided below]

Optional Attachments *(not to exceed 25 pages)*

Schools may attach additional information that a) meaningfully augments the body of evidence the Mayor's Office has already collected on the school's performance, or b) illustrates or supports plans or strategies discussed in Section B. Any attachment should be clearly referenced in the application and directly relevant to that part of the text.

Assurances Statement

This form must be signed by a duly authorized representative of the applicant for renewal and submitted with the Renewal Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for charter renewal for _____ (name of school) to be located at _____ (location of school) is true to the best of my knowledge and belief; and further I understand that, if awarded a renewal, the school:

1. will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2
2. will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4
3. will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby. IC 20-5.5-7-3
4. will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.5-9-1
5. will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5
6. will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
7. will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1
8. will ensure 90% of individuals who teach hold a license to teach in a public school in Indiana under I.C. 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-24-6-5
9. will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3
10. will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. will at all times maintain all necessary and appropriate insurance coverage.

12. will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
13. will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion and ancestry. IC 20-5.5-2-2
14. will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
15. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
16. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.
17. will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Authorized Representative's Signature

Date

Official Notice of Public Hearing

School Name has petitioned the Mayor for renewal of their charter. The Mayor's Charter Schools Advisory Board will meet to hear from the school and members of the community that would like to make a public comment regarding renewal of the school. Please be advised this is a public meeting and all members of the community are invited to attend.

Details of the Mayor's Charter Schools Advisory Board meeting are below:

Day, Month, Date, Year
Time
Location

Five-Year Budget Template for Charter Renewal

Name of Charter School: _____

Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
_____	_____	_____	_____	_____

I. Revenues					
Carry-over from previous period	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Per Pupil Payments					
State Grants					
Federal Grants					
Private Funds					
Other (Briefly detail)					
Total Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
II. Expenditures					
Human Resources					
Director/Principal Salary					
Supervisors/Lead Teachers Salaries					
Teachers (FT) Salaries					
Teachers (PT) Salaries					
Clerical Salaries					
Custodial Salaries					
Consultants Salaries/Contracts					
Other (Admin. Staff) Salaries					
Payroll Taxes					
Benefits					
Professional Development					
Substitute Teachers					
Board Recruitment					
Board Development					
Other Human Resources Expenses					
Total Human Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Facility					
Rent					
Mortgage					
Renovation/Construction					
Debt Service (Please specify outstanding loan obligations)					
Utilities					

Maintenance					
Other Facility Expenses					
Total Facility	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Materials/Supplies/Equipment					
Textbooks and Other Instructional Supplies					
Assessments					
Instructional Equipment					
Classroom Technology					
Office Technology					
Instructional Software					
Office Software					
Library					
Office Furniture					
Classroom Furniture					
Other Equipment					
Copying and Reproduction					
Postage and Shipping					
Telephone/Fax Lines					
Long Distance Telephone Expenses					
Internet Access					
Other Materials/Supplies/Equipment					
Total Materials/Supplies/Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional Costs					
Contracted Services					
Business Services					
Insurance					
Marketing/Development					
Legal Expenses					
Accounting/Audit					
Transportation					
Field Trips					
Food Service					
Other					
Total Additional Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Indianapolis Charter Schools Performance Framework – Expanded Criteria

Core Question 1: Is the educational program a success?

1.1 Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	
Meets standard	School has met AYP across all student subgroups for the last two consecutive years.
Exceeds standard	School has exceeded AYP targets across all student subgroups for the last two consecutive years without the safe harbor provision.
1.2 Are students making substantial and adequate gains over time, as measured using the Indiana Growth Model?	
Meets standard	Analysis of student growth indicates that more than 66% of tested students made sufficient gains.
Exceeds standard	Analysis of student growth indicates that more than 66% of tested students made sufficient gains for the last two consecutive years.
1.3 Is the school outperforming schools that the students would have been assigned to attend?	
Meets standard	School's overall performance in both proficiency and growth outpaces the schools the students would otherwise have been assigned to attend.
Exceeds standard	School's overall performance in both proficiency and growth has outpaced the schools the students would otherwise have been assigned to attend for the last two consecutive years.
1.4 Is the school meeting its school-specific educational goals?	
Meets standard	School has clearly met its school-specific educational goal.
Exceeds standard	School has clearly exceeded its school-specific educational goal.

Core Question 2: Is the organization effective and well-run?

2.1 Is the school in sound fiscal health?	
Meets standard	The school presents significant concerns in no more than <u>one</u> of the following areas: a) its state financial audits (e.g., presence of "significant findings"); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by

	the Mayor's Office.
Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.
2.2 Are the school's student enrollment, attendance, and retention rates strong?	
Meets standard	The school: a) is within 1% of its enrollment goals; b) has student attendance that is generally at or above the State's target; c) is able to retain the majority of its students; and d) demonstrates that proportionate numbers of students with exceptionalities have remained enrolled in the school.
Exceeds standard	The school has consistently met this standard and has exceeded enrollment and attendance targets over time.
2.3 Is the school's board active and competent in its oversight?	
Meets standard	The school's board a) contributes a broad skill set and is reflective of the community; b) is knowledgeable about the school and able to make decisions in a timely fashion; c) has policies and by-laws that are consistently followed, regularly reviewed, and include clearly defined roles and responsibilities for members; d) consistently achieves quorum and adheres to Indiana's Open Door Law; e) records meeting minutes that are thorough, accurate and transparent; f) regularly conducts a formal evaluation of the school against established academic, financial and operational performance goals; and g) has a written plan for the succession of leadership.
Exceeds standard	The board has consistently met this standard, as evidenced by exceptional stewardship and governance over time.
2.4 Is there a high level of parent satisfaction with the school?	
Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.
Exceeds standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.
2.5 Is the school administration strong in its academic and organizational leadership?	
Meets standard	The school's administration a) has sufficient academic and organizational expertise; b) has been sufficiently stable over time; c) has clearly defined roles and responsibilities among administrators; d) actively engages in a process of continuous improvement and mid-course corrections; e) has established high expectations for all stakeholders – staff, students, and parents; f) has organized operations and secured necessary resources to effectively implement the mission of the school; g) ensures the school achieves strong academic and operational performance; and h) has developed a plan for succession for administrators and staff.
Exceeds standard	The school's administration has consistently met this standard, as evidenced by exceptional performance over time.
2.6 Is the school meeting its school-specific organizational and management performance goals?	

Meets standard	School has clearly met its school-specific organizational goal.
Exceeds standard	School has clearly exceeded its school-specific organizational goal.

Core Question 3: Is the school meeting its operations and access obligations?

3.1 Has the school satisfactorily completed all of its organizational and governance obligations?	
Meets standard	School has substantially completed all of its organizational and governance obligations, including: a) maintenance of adequate compliance binder containing all required documents; b) completion of national criminal background checks on all staff and board members; c) transparency of meetings and decision-making in accordance with State law; d) maintenance of adequate board minutes; and e) timely submission of all required reporting documents to regulatory bodies.
3.2 Is the school's physical plant safe and conducive to learning?	
Meets standard	Significant health and safety code requirements are being met and the facility has a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; and e) met minimum ADA standards.
3.3 Has the school established and implemented a fair and appropriate pupil enrollment process?	
Meets standard	The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriately; and the school has engaged in outreach to students throughout the community.
3.4 Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	
Meets standard	<u>All</u> of the following are evident in the school's special education files: a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; b) each need identified within the IEP has a corresponding goal and plan for assessment; c) each goal is rigorous and is based on state and national learning standards; d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; and e) specifically designed curriculum is outlined.
Exceeds Standard	The school has consistently met this standard over time, across multiple reviews.
3.5 Is the school fulfilling its legal obligations related to access and services to English as a Second Language (ESL) students?	

Meets standard	The school is fulfilling its legal obligations regarding ESL students, as evidenced by the staff's clear understanding and implementation of current legislation, research and effective best practice related to the provision of ESL services. The school's ESL students are making academic progress and ESL parents report satisfaction with the school.
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Core Question 4: Is the school providing the appropriate conditions for success?

4.1 Does the school have a high-quality curriculum and supporting materials for each grade?	
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.
4.2 Are the teaching processes (pedagogies) consistent with the school's mission?	
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices; f) instructional methods for special education services align with school mission, data, or staffing procedures.
4.3 For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	
Meets standard	The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements; f) students with exceptional needs are provided transitional services as outlined by Article 7, including but not limited to

	vocational rehabilitation services and a plan for services beyond high school.
4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?	
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.
4.5 Has the school developed adequate human resource systems and deployed its staff effectively?	
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.
4.6 Is the school's mission clearly understood by all stakeholders?	
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.
4.7 Is the school climate conducive to student and staff success?	
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.
4.8 Is ongoing communication with students and parents clear and helpful?	
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).

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